

Inspection of Jubilee Primary School

Crowden Way, Thamesmead, London SE28 8JB

Inspection dates: 2 and 3 March 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This is a great school for pupils to go to. All staff care deeply for pupils' welfare and well-being. They make sure that pupils are kept safe and that they are well cared for. Pupils confirmed that they feel safe and that bullying is unusual. If pupils do experience bullying, they know whom to go to for help. Staff sort things out promptly so that it does not happen again.

Pupils get an education that gives them wide and rich experiences. For example, the relationships and sex education (RSE) and health education programme is designed to support the development of pupils' personal skills effectively. It also aims to give pupils an understanding of different cultures and viewpoints and emphasises the importance of respect for, and tolerance of, others.

Pupils achieve well in their learning because adults' expectations of them are high. Leaders and staff encourage pupils to live up to the school's vision of: 'We will be the very best version of ourselves.' That is why professional relationships are strong, and pupils are well-behaved and well-mannered. Pupils' attitudes to their learning are positive. This ensures that learning is rarely interrupted by silliness. Pupils get on with their work without any fuss and strive to do their best.

What does the school do well and what does it need to do better?

Leaders, governors and the trust have worked successfully to improve the school since the last inspection. This has not been without its challenges, with the pandemic getting in the way of some aspects of leaders' work and the number of pupils at the school falling. Nevertheless, leaders have taken staff with them to rethink the way the curriculum is designed. For example, leaders have introduced new ideas about how to help pupils learn effectively and to think about what they want pupils to learn. The curriculum has been significantly rejigged to take these ideas into account, including in the early years. As a result, pupils are increasing their knowledge and skills term by term and year by year.

Leaders' work has had a noticeable impact on the curriculum for reading, writing and mathematics, as well as science and some other subjects. For example, starting in the early years, the approach to teaching early reading is successful. The phonics scheme helps pupils to learn the sounds letters make so that they can put these together to read new words. Teachers ensure that pupils read books with the same sounds that they have learned. Effective checking and additional approaches, such as an emphasis on vocabulary, continue into Years 2, 3 and 4 to help all pupils become fluent readers. Where pupils continue to struggle, they get effective one-to-one support to help them read confidently and accurately.

In mathematics and science, the planned programme of learning enables teachers to sequence pupils' work in a logical way. In subjects like geography, and art and design, leaders ensure that pupils learn the fundamentals. Like bricks in a wall, facts are built from the ground up, with each new one adding more to what pupils know.

Teachers make a point of going back to past learning so that pupils remember essential ideas. This ensures that pupils have the knowledge they need to tackle more difficult work.

In a few subjects, pupils' learning is not as well structured. On occasions, the building blocks of knowledge are not logically sequenced. As a result, pupils find it difficult to join up key ideas and see the bigger picture. One of the reasons for this is that, sometimes, teachers do not have detailed subject expertise. Leaders have identified this as a priority and subject-specific training for staff is imminent now that the pandemic restrictions have eased.

Leaders ensure that pupils get experiences that are broader than the academic side of learning. Right from the start of the early years, the well-designed curriculum, including for RSE and health education, aims to give pupils a wide understanding of the world. This ranges from promoting understanding about British values, and different viewpoints and cultures, to making pupils aware of how to keep themselves safe.

Leaders have ensured that teachers' workload remains manageable by, for example, reducing the amount of assessment and marking. Informal, ongoing checks are used purposefully to identify pupils falling behind and to adapt the work. Staff said they feel well supported.

The support given to pupils with special educational needs and/or disabilities (SEND) is planned effectively. Leaders make sure that these pupils' needs are identified quickly, including in the early years. They also ensure that pupils, including those with complex needs, are supported to overcome barriers to learning. Pupils are given the same work as other pupils but receive additional help tailored to their needs, often from well-trained teaching assistants.

Safeguarding

The arrangements for safeguarding are effective.

Everyone's emphasis on keeping pupils safe and on ensuring their well-being defines Jubilee. For example, leaders are relentless in checking on the safety of pupils who are missing from school and ensuring that the local authority is kept fully informed. Pupils feel safe, and are kept safe, because of the actions of staff.

All staff are trained regularly on safeguarding, including the most recent guidance about sexual abuse. They have a secure understanding of how to spot pupils who may be at risk, or who feel anxious or upset. A new online system is helping to ensure that pupils who may need help are identified quickly. Leaders work closely with the local authority to ensure that effective extra support for pupils who need it is made available quickly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum is not as logically sequenced as it needs to be. In some cases, the building blocks of the curriculum are not structured in a way that links different ideas and concepts. As a result, pupils find it difficult to join up the facts, deepen their knowledge and skills and understand the bigger picture. Leaders should build on their existing work to further develop some areas of the curriculum. This includes carrying out their plans for a renewed push on professional development to increase teachers' subject knowledge and expertise.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145071
Local authority	Bexley
Inspection number	10212082
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	215
Appropriate authority	Board of trustees
Chair of trust	Canon David Herbert
Principal	Pam Davies
Website	www.jubilee.bexley.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Jubilee Primary School converted to become an academy school in September 2017. When its predecessor school, Jubilee Primary School, was last inspected by Ofsted, it was judged to require improvement overall.
- The school is part of the Trinitas Academy Trust.
- The number of pupils on the school's roll has fallen over the past few years.
- The proportion of pupils with SEND is above average, as is the number of pupils who speak English as an additional language.
- Leaders make use of one alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- As part of the inspection, inspectors spoke with pupils about school life. They also spoke with the vice-chair of the local governing body, the chief executive officer of the multi-academy trust, the principal and senior leaders.
- There were 15 responses to Ofsted Parent View, Ofsted's online questionnaire, and seven written comments from parents. There were 15 responses to the online staff survey and 20 to the pupils' survey. All of these responses were considered by the inspection team.
- Inspectors carried out deep dives in these subjects: mathematics; personal, social and health education; early reading; and science. Other subjects were also considered as part of the inspection, including English, geography and art and design. Inspectors met with subject leaders, visited lessons, spoke to teachers and spoke to pupils about their learning.
- During the inspection, inspectors reviewed a range of documentation, including curriculum plans. They also looked at the safeguarding and child protection policy and procedures, records of behaviour and attendance and other information provided by school leaders.

Inspection team

Brian Oppenheim, lead inspector	Her Majesty's Inspector
Jasper Green	Her Majesty's Inspector
Andrew Hook	Ofsted Inspector
Lisa Farrow	Ofsted Inspector

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